



SPECIAL EDUCATIONAL NEEDS POLICY

1. INTRODUCTION

- 1.1. Every student who has a place at Manor Green College has an Education, Health and Care Plan (EHCP) in accordance with the Special Needs Code of Practice and the Children and Family Act 2014.
- 1.2. The overarching aim of the College is to meet the individual needs of every student as set out in the EHCP, and to prepare them for adult life.

2. PROVISION

- 2.1. Every teacher at MGC is a teacher of SEND.
- 2.2. The College Staff Team employs teachers who have a range of specialist training and experience appropriate in meeting the needs of our students.
- 2.3. If a student is admitted with needs outside of our experience, we will provide training in order to develop the capacity of the staff team.
- 2.4. The College has available additional learning resources to support the work of the teaching team:
 - a) Speech and Language Therapists – SALT Team based on site.
 - b) Community SEN childcare Nurse (NHS). Full time based on site.
 - c) Therapy in Schools Team for Physiotherapy and OT.
 - d) Occupational Therapist (NHS)
 - e) Physiotherapist (NHS)
 - f) Counsellor (Private)
 - g) Music Therapist (Private)
 - h) Sensory Support Teacher (WSCC)
 - i) Education Psychologist (WSCC)
- 2.5. The College has specialist resources available to support the range of SEND admitted:
 - a) Hydrotherapy pool
 - b) Sensory room
 - c) Soft room
 - d) Dedicated space for therapeutic provision

3. ASSESSMENT AND CURRICULUM

- 3.1. The college has a designated Senior Teacher to lead SEND provision (Sue Norton)
- 3.2. All students are fully assessed during Year 6 after agreement has been reached on admission for the following September. This ensures Year 7 provision is suitably personalised and appropriate.
- 3.3. The curriculum is suitably differentiated to meet the individual needs of every student.
- 3.4. Class groups, staffing and curriculum are constantly monitored for impact and effectiveness, and are fully reviewed and modified as required for each academic year start.
- 3.5. The curriculum has an overarching focus on the following areas:
 - a) Literacy including functional communication
 - b) Numeracy
 - c) Independence including personal development and self-help skills
 - d) Social integration and confidence
 - e) preparation for working life

4. PARENT PARTNERSHIP

- 4.1. The College believes that students will make better progress if the College and parents are working closely together. Therefore, regular opportunities are provided for parents to meet face to face with teachers to discuss progress, expectations, curriculum plans and co-ordinated support at home.

4.2. The College also employs a range of methods for informing parents of the day to day progress of their children.

5. THE GOVERNING BODY

5.1. Governors have a statutory duty to ensure that students SEN needs are being met. In a Special School, this encompasses every aspect of the school and the Governing Body's role.

5.2. The GB meet 6 times per year to ensure that the Headteacher is held to account for the SEND provision at the College.

6. COMPLAINTS

6.1. If parents feel that the individual SEND needs of their child are not being met they should contact their class teacher to discuss improvement.

6.2. In the event that this does not address the issue, parent should contact the Headteacher who will always listen to parent's concerns and do everything reasonable and practicable to address the issue.

6.3. If this does not resolve things, parents should contact the Chair of Governors via the Clerk to Governors.

6.4. If the issue cannot be resolved at school level parents should contact the LA SEN Educational Officer for the Crawley Area, Matt Clark (contact details on request).

Monitoring & Review

This policy will be reviewed every 2 years. The next review will be Autumn Term 2022.

This Policy was formally ratified by the Governing Body on: 18.11.20

Signed: John Drury
Chair of Governors

Date: 18.11.2020